

**Official State Plan for Federally-Mandated Reports
About Teacher Preparation Programs in California
Pursuant to Section 207, HEA of 1998**

**California Commission on Teacher Credentialing
Office of Policy and Programs
Version Seven: November 6, 2000**

Source and Status of This Public Document:

This California State Reporting Plan Was Adopted by the California Commission on Teacher Credentialing on October 5, 2000, and Approved by the United States Department of Education on October 31.

This Official State Reporting Plan is Intended for the Sponsors of Teacher Preparation Programs, Who Are Required to Use It in Preparing Their Data for Federal Reporting Beginning in November, 2000.

This Public Document May be Copied and Distributed Without Limit.

The Commission is Grateful to the Advisory Working Group on Federal Reporting Requirements for Assistance in Assembling this Plan, For Which the Commission Accepts Full Responsibility.

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Section One: Development and Intended Uses of the Reporting Plan

Origin and Current Status of this Reporting Plan. In 1998, the United States government enacted a new federal law that requires the sponsors of teacher preparation programs and the 50 states to publish annual “report cards” about teacher preparation programs (Higher Education Act, Title II, Section 207). According to this law, each sponsor of teacher preparation programs is required to submit an annual “report card” to their state licensing agency, consistent with each state’s adopted plan for such report cards.¹ Based on these institutional reports, each state is required to compile and publish an “annual state report card on the quality of teacher preparation programs in the state,” consistent with the state’s adopted plan. Each year, the United States Department of Education must compile and publish an “annual national report card on teacher preparation,” which must be submitted to Congress and made public.

As the California state agency that establishes standards for teaching credentials, the California Commission on Teacher Credentialing is required to adopt and implement a California State Plan for Teacher Preparation Program Reports. The United States Department of Education has adopted 85 pages of detailed specifications that govern the contents and deadlines of state plans, institutional reports and state reports.²

The present document is the adopted California State Plan for implementing the federal law during 2000-01. The Commission’s Office of Policy and Programs prepared this State Plan in consultation with the Advisory Working Group on Federal Reporting Requirements, which represents the state’s three segments of teacher preparation institutions. In August, 2000, the Commission distributed a “preliminary copy” of this plan, and invited the sponsors of teacher preparation programs to comment on the preliminary plan. Subsequently, the Working Group discussed all comments about the draft plan. Then the institutional representatives incorporated many of the suggested changes in this document.

¹ Each sponsor of a teacher preparation program is also required by the federal law to make its annual report card available to “the general public.” The law requires the information to “be reported through publications such as school catalogs and promotional materials sent to potential applicants, secondary school guidance counselors, and prospective employers of the institution’s program graduates.” In California, the Commission has no plan to monitor the implementation of these laws pertaining to the availability of program sponsors’ reports to “the general public.”

² National Center for Education Statistics, *Reference and Reporting Guide for Preparing State and Institutional Reports on the Quality of Teacher Preparation: Title II, Higher Education Act* (United States Department of Education, Washington, DC, 2000).

During a public meeting on October 5, 2000, the Commission formally adopted this California State Plan for implementation in 2000-01. After a three-week review, the United States Department of Education determined on October 31 that the California State Plan complies with the federal law in all respects.

This Official California State Plan supercedes all previous drafts of the document, which were widely distributed so program sponsors could begin to compile their data. The Commission has not changed the prior drafts, but information was added to the plan based on questions from program sponsors. For those who retained copies of the prior drafts, the present document is most comprehensive and detailed.

Deadlines and Resources for Meeting Them. The sponsors of teacher preparation programs are required by federal law to send accurate data to the Commission on or before December 1, 2000, followed by their First Annual Institutional Reports in April 2001. To enable program sponsors to meet these deadlines, the Commission is providing several forms of technical assistance to program sponsors.

- (1) This Official California State Plan for Teacher Preparation Program Reports is being distributed to program sponsors shortly after it had federal consent.
- (2) Detailed information about the federal law and this State Plan was presented at two professional conferences in California during October 2000.
- (3) By e-mail at dwright@ctc.ca.gov, the Commission's staff is responding to questions about the federal reporting requirements and this California State Plan.
- (4) The Commission will post answers to frequently-asked questions (FAQ) on the World Wide Web beginning in November 2000.
- (5) The Commission's staff is presenting information and answering questions at five regional workshops from October 31 through November 20 (see page 3 for details).
- (6) Beginning November 27, the Commission's staff will answer questions by telephone about the data elements, their definitions, and the data submission procedures.

This adopted California State Plan for Teacher Preparation Program Reports will apply only to the first Annual Institutional Report that is due in April, 2001. Following the completion of Institutional Reports and a State Report during 2001, the Commission plans to confer with the sponsors of teacher preparation programs about revisions to this plan as needed or required by law. A Revised State Plan for 2002 will govern the preparation of Second Annual Institutional Reports and a Second Annual State Report on Teacher Preparation Programs during 2001-02.

At the Commission's request, the United States Department of Education has indicated that it "will not use the pass-rate data collected in these annual reports for the purpose of making comparisons among states, and it will strongly advise the public not to do so."³

³ National Center for Education Statistics, *Reference and Reporting Guide for Preparing State and Institutional Reports on the Quality of Teacher Preparation: Title II, Higher Education Act*, page 9.

Section Two: Timeframe for Teacher Preparation Reports in 2001 and 2002

This section identifies milestone dates for preparing and submitting reports in 2001 and 2002. Subsequent sections provide specific information about the contents of the reports. Terms printed in *italics* are defined in Section Four beginning on page 16.

Phase One: Preparation for Data Compilation and Reporting											
October 5, 2000	The Commission adopted this California State Plan for Teacher Preparation Program Reports in 2001 in a public meeting. The United States Department of Education consented to this plan on October 31, 2000.										
October 2000	Details about this plan was presented at statewide conferences of the Credential Counselors and Analysis of California, and the California Council on the Education of Teachers.										
October 2000	The Commission's staff began to answer questions about this plan by e-mail at dwright@ctc.ca.gov .										
November 2000	The Commission distributed this adopted California State Plan to the sponsors of all teacher preparation programs in California.										
October and November 2000	<p>The Commission is sponsoring the following regional workshops, where the staff provides detailed information and answers questions about Institutional Report Cards.</p> <table><tr><td>October 31</td><td>University of California, Davis</td></tr><tr><td>November 8</td><td>California State University, Hayward</td></tr><tr><td>November 13</td><td>California State University, Long Beach</td></tr><tr><td>November 14</td><td>California State University, Northridge</td></tr><tr><td>November 20</td><td>San Diego Institute for Learning</td></tr></table> <p>Each workshop begins at 10:00 a.m. and ends at 3:00 p.m. Locations and driving directions are available separately.</p>	October 31	University of California, Davis	November 8	California State University, Hayward	November 13	California State University, Long Beach	November 14	California State University, Northridge	November 20	San Diego Institute for Learning
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November 8	California State University, Hayward										
November 13	California State University, Long Beach										
November 14	California State University, Northridge										
November 20	San Diego Institute for Learning										
November 2000	The Commission will post answers to frequently-asked questions about Institutional Reports on the World Wide Web.										
November 13	Program sponsors will receive access to a password-controlled website for use in submitting required data for Part C of the Institutional Report.										
November 27	First day for the Commission's staff to begin answering additional questions by telephone at (916) 445-8097.										

<p style="text-align: center;">Phase Two:</p> <p style="text-align: center;">Compilation of RICA Data in Cooperation with NES</p>	
December 1, 2000	Last day for a program sponsor to send a list of <i>program completers in 1999-2000</i> to National Evaluation Systems, Inc. Program sponsors will use a secure, web-based “channel” to provide these lists electronically to NES (as defined on pages 19-20).
February 1, 2001	Last day for National Evaluation Systems (NES) to report RICA data about <i>program completers in 1999-2000</i> to the sponsor of each teacher preparation program at a secure internet address (see page 21).
February 5, 2001	Last day for the sponsor of each teacher preparation program to indicate that the RICA data specified in this plan were (or were not) received by the sponsor from National Evaluation Systems (NES).
February 12, 2001	Last day for the sponsor of each teacher preparation program to indicate to the Commission that the sponsor accepts (or does not accept) the RICA data as compiled by National Evaluation Systems.
March 19, 2001	Last day for a program sponsor to collaborate with NES in a good-faith effort to resolve a dispute regarding RICA data. Remaining disputes will be resolved by the CCTC Executive Director in March.

<p style="text-align: center;">Phase Three:</p> <p style="text-align: center;">Compilation of Program Data and Submission to CCTC of (a) Program Data and (b) RICA Data Obtained from NES</p>	
December 2000 – March 2001	The Commission will continue to post answers to frequently-asked questions on the World Wide Web. The staff will continue to answer questions by e-mail at dwright@ctc.ca.gov .
April 9, 2001	Last day for the sponsors of professional teacher preparation programs to provide their First Annual Report Cards on Teacher Preparation Programs to the Commission. These data will include the RICA data from Phase Two <u>and</u> program data as defined in this plan (pp. 6-16). The First Annual Report Card will be provided to the Commission using a secure address on the World Wide Web.
June 30, 2001	Last day for the Commission to confer with program sponsors, as needed, to resolve any issues that may arise from CCTC analysis of the program data and RICA data submitted on April 9.

Phase Four: Preparation of the First Annual State Report by the Commission In Consultation with the Sponsors of Programs	
July 2001	The Commission will give program sponsors an opportunity to review a <i>Preliminary State Report on Teacher Preparation Programs</i> , in which the Commission will compile and consolidate information provided by the sponsors on April 9.
August 10, 2001	Last day for the sponsor of a professional teacher preparation program to forward to the Commission a statement of concern about the Commission's <i>Preliminary State Report on Teacher Preparation Programs</i> .
October 8, 2001	Last day for the Commission to forward the <i>First Annual State Report Card on Teacher Preparation Programs</i> to the United States Department of Education. The Commission will distribute this report to all sponsors of professional teacher preparation programs.

Phase Five: Preparation for Second Annual Reports in 2002	
August 2001	Commission staff will meet with the California Working Group on Federal Reporting Requirements to identify problems in the first-year process and generate solutions prior to the second year.
September 2001	The Commission will distribute a <i>Revised State Plan for Teacher Preparation Program Reports</i> in the second reporting year (2002). Program sponsors will have an opportunity to comment on this Revised Plan before the Commission implements it.
Calendar 2002	In April 2002, the United States Secretary of Education will release the <i>First National Report Card on Teacher Preparation Programs</i> . Program sponsors will submit their <i>Second Annual Institutional Reports</i> to the Commission in April 2002. The Commission must forward a <i>Second Annual State Report Card</i> to the United States Department of Education in October 2002.

Section Three: Required and Optional Elements of Information in Institutional Reports on Teacher Preparation Programs (2001)

This section describes the information to be included in all Institutional Reports. In this section, several key terms are printed in *italics* and are defined in Section Four beginning on page 16. The plan concludes with Section Five (pp. 20-22), which describes procedures for obtaining the required RICA information for Part C of a report.

Three-Part Structure of an Institutional Report in California

In April of 2001, each sponsor of teacher preparation programs will provide a three-part report to the Commission, to be called Parts A-C as defined below.

Part A: Optional Qualitative Information about All Teacher Preparation Programs

Part B: Required Quantitative Information about Each Teacher Preparation Program

Part C: Required Quantitative Information Related to State Examination Pass-Rates

Lists of Data Elements to be Reported in Parts A-C

In Parts A, B and C, the sponsors of teacher preparation programs will provide the following data elements, which are defined on pages 7-16 below.

Part A: Optional Qualitative Information about All Teacher Preparation Programs

- A-1 Institutional Mission and Context for Teacher Preparation
- A-2 Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 1999-2000
- A-3 Sponsor's New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place During 1999-2000

Part B: Required Quantitative Information about Each Teacher Preparation Program

- B-1 Numbers of Candidates Enrolled in Programs During 1999-2000
- B-2 Numbers of Candidates Enrolled in Supervised Teaching in 1999-2000
- B-3 Numbers of Candidates Enrolled in Internship Teaching in 1999-2000
- B-4 Numbers of Emergency Teachers Admitted and Supervised in 1999-2000
- B-5 Numbers of Student Teacher Supervisors Employed in 1999-2000
- B-6 Numbers of Intern Teacher Supervisors Employed in 1999-2000
- B-7 Numbers of Emergency Teacher Supervisors Employed in 1999-2000
- B-8 Budget Ratios Between Student Teachers and Full-Time Supervisors
- B-9 Budget Ratios Between Intern Teachers and Full-Time Supervisors
- B-10 Budget Ratios Between Emergency Teachers and Full-Time Supervisors
- B-11 Duration of Required Candidate Participation in Supervised Teaching

Part C: Required Quantitative Information Related to State Examination Pass-Rates in Two Categories of Programs

- C-1 Numbers of Program Completers in Two Categories of Programs
- C-2 Numbers of Program Completers Who Took the RICA Prior to 2001
- C-3 Numbers of Program Completers Who Passed the RICA Prior to 2001
- C-4 RICA Pass Rates for Program Completers in 1999-2000

Definitions of Data Elements to be Reported in Part A

The following table provides detailed definitions of each data element in Part A. In the table, several key terms are printed in *italics* and are defined in Section Four below. Data elements in Parts B and C are defined on pages 8-14 and 15-16, respectively.

<u>Part A</u>	<u>Optional Qualitative Information about All Teacher Preparation Programs</u> An Institutional Report to the Commission MAY include the following optional elements of qualitative information to describe all <i>programs of professional teacher preparation</i> that the institution or agency sponsors, including programs for the Multiple Subject, Single Subject, and/or Education Specialist Teaching Credentials.
Element A-1	<u>Institutional Mission and Context for Teacher Preparation.</u> Regarding all <i>programs of professional teacher preparation</i> sponsored by the institution or agency, briefly describe (250 words or less) ⁴ the intended purposes and goals of these programs in the organization, including information about the populations of K-12 students and/or prospective teachers whom the sponsor intends to serve in the programs.
Element A-2	<u>Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 1999-2000.</u> Regarding all <i>programs of professional teacher preparation</i> sponsored by the institution or agency, briefly describe (250 words or less) one or more outstanding qualities of the programs in 1999-2000 that contributed to their excellence or effectiveness for candidates who were becoming K-12 teachers.

⁴ The secure web-based site for entering institutional data will have a 250-word limit on the length of each paragraph in Part A.

Element A-3	<u>Sponsor's New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place During 1999-2000.</u> Regarding all programs of professional teacher preparation sponsored by the institution or agency, briefly describe (250 words or less) one or more new initiatives that were not yet implemented in 1999-2000 and are designed to improve the programs' quality or effectiveness for candidates who are enrolled in the programs during 2000-2001.
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Definitions of Data Elements to be Reported in Part B

<u>Part B</u>	<p><u>Required Quantitative Information about Each Teacher Preparation Program</u></p> <p>In accordance with federal law, each Institutional Report on Teacher Preparation Programs must include the following eleven elements of quantitative information about each type of program.</p>
Element B-1	<p>Numbers of Candidates Enrolled in Programs During 1999-2000</p> <p><u>Definition:</u> For programs of professional teacher preparation with supervised student teaching, and separately for programs of professional teacher preparation with internship teaching, report a non-duplicative head-count of admitted candidates who completed for credit one or more program courses during the 1999-2000 academic year. Report separately for programs that lead to each category of teaching credentials: the category of Multiple Subject Teaching Credentials; the category of Single Subject Teaching Credentials; and the category of Education Specialist Credentials.</p> <p><u>Elaboration:</u> Each non-duplicative head-count consists of candidates who (a) were admitted into the program at any time prior to the Fall Academic Term, 2000, and (b) earned credit for completing one or more program courses at any time from the Fall Term, 1999, through the Summer Term, 2000, inclusive.⁵ This element includes full-time and part-time candidates. It includes candidates for preliminary credentials and candidates for clear credentials. Candidates who completed no program courses during 1999-2000 are not included. Candidates admitted to and enrolled in more than one credential program in 1999-2000 are counted in the program in which they earned the most course units.⁶</p>

⁵ If the program sponsor maintains an existing data-keeping or record-keeping system in which the academic year is defined from the summer term through the spring term, then the sponsor may annually report Elements B-1 through B-11 based on this local definition of the academic year.

⁶ If the institution sponsors a "dual program" that leads to two credentials concurrently, the sponsor will count all of the 1999-2000 candidates under one of the two credentials, at the sponsor's discretion.

Element B-2	<p>Numbers of Candidates Enrolled in Student Teaching in 1999-2000</p> <p><u>Definition:</u> For each <i>program of professional teacher preparation with supervised student teaching</i>, report a non-duplicative head-count of admitted candidates who participated in supervised student teaching (without state credentials or permits) during the 1999-2000 academic year.</p> <p><u>Elaboration:</u> For each program with supervised student teaching, this non-duplicative head-count consists of candidates who are included in B-1 above and earned credit for student teaching at any time from the Fall Academic Term, 1999, through the Summer Academic Term, 2000, inclusive. For each program, this number includes candidates enrolled full-time or part-time in student teaching. Candidates who completed no student teaching courses for credit during 1999-2000 are not included. This element does not include candidates who held Internship Credentials or who, at the conclusion of the 1999-2000 academic year, held Emergency Teaching Permits and were supervised in their own classrooms; these candidates will be reported in Elements B-3 and B-4. Candidates admitted to and enrolled in more than one credential program with student teaching are counted in the program in which they earned the most units for student teaching during 1999-2000.</p>
Element B-3	<p>Numbers of Candidates Enrolled in Internship Teaching in 1999-2000</p> <p><u>Definition:</u> For each <i>program of professional teacher preparation with internship teaching</i>, report a non-duplicative head-count of admitted candidates who held Internship Credentials and participated in internship teaching during the 1999-2000 academic year.</p> <p><u>Elaboration:</u> For each program with internship teaching, this non-duplicative head-count consists of candidates who are included in B-1 above and earned credit for internship teaching at any time from the Fall Academic Term, 1999, through the Summer Academic Term, 2000, inclusive. For each program, this element includes full-time and part-time interns. Candidates who completed no internship teaching courses for credit during 1999-2000 are not included. This element does not include candidates who, at the conclusion of the 1999-2000 academic year, held Emergency Teaching Permits and were supervised in their own classrooms; these candidates will be reported in Element B-4. Candidates admitted to and enrolled in more than one credential program with internship teaching are counted in the program in which they earned the most units for internship teaching in 1999-2000.</p>
Element B-4	<p>Numbers of Emergency Teachers Admitted/Supervised in 1999-2000</p> <p><u>Definition:</u> For each <i>program of professional teacher preparation</i>, report a non-duplicative head-count of admitted candidates who were supervised by one or more program staff members while holding emergency teaching permits during the 1999-2000 academic year.</p>

<p>Element B-4 Continued</p>	<p><u>Elaboration:</u> For each <i>program of professional teacher preparation</i>, this non-duplicative head-count consists of candidates who are included in B-1 above and earned credit for supervised teaching in the program while they held Emergency Teaching Permits during the 1999-2000 academic year. For each program, this element includes full-time and part-time emergency teachers. Emergency teachers who earned no credit for supervised teaching in 1999-2000 are not included. Candidates who changed credential status during the 1999-2000 year are included in Element B-2, B-3 or B-4 depending on their credential status during the last academic term in which they earned credit.</p>
<p>Element B-5</p>	<p>Numbers of Student Teacher Supervisors Employed in 1999-2000</p> <p><u>Definition:</u> For each <i>program of professional teacher preparation with supervised student teaching</i>, report a head-count of all employees of the program sponsor who supervised student teachers during the 1999-2000 academic year. For each program, Element B-5 is reported as an overall number and as two sub-elements that are defined below.</p> <p><u>Elaboration:</u> For each program with supervised student teaching, this element consists of all individuals who were employees of the institution or agency that sponsored the program and were assigned to supervise one or more student teachers at any time during the 1999-2000 academic year. Supervisors who provided supervision in more than one program are included in the head-count for each program.</p> <p>For each program, Element B-5 is reported as an overall number and as Sub-Elements 5.1 and 5.2 so the overall number is the sum of the sub-elements.</p> <p>5.1 Student Teacher Supervisors Who Had Academic Positions in the Institution With the Rights and Responsibilities of Academic Personnel.</p> <p>5.2 Student Teacher Supervisors Who Had Non-Academic Positions in the Institution Without the Rights/Responsibilities of Academic Personnel.</p> <p>Classroom teachers who supervised student teachers in their own classrooms are not included in Element B-5. Supervisors are not included in B-5 if all of their assigned supervisees held emergency teaching permits; these supervisors will be reported in Element B-7. Student teacher supervisors are included in Element B-5 (and Sub-Elements 5.1 and 5.2) regardless of their time-base; regardless of whether they supervised student teachers during some, most or all of their time-base; and regardless of whether their primary professional affiliation was with the institution that sponsored the program in 1999-2000.</p>

Element B-6	<p>Numbers of Intern Teacher Supervisors Employed in 1999-2000</p> <p>Definition: For each program of professional teacher preparation with internship teaching, provide a head-count of all employees of the program sponsor who supervised intern teachers during the 1999-2000 academic year. For each program, Element B-6 is reported as an overall number and as two sub-elements defined below.</p> <p>Elaboration: For each program with internship teaching, this element consists of all individuals who were employees of the institution or agency that sponsored the program and were assigned to supervise one or more intern teachers at any time during the 1999-2000 academic year. Supervisors who provided supervision in more than one program are included in the head-count for each program.</p> <p>For each program, Element B-6 is reported as an overall number and as Sub-Elements 6.1 and 6.2 so the overall number is the sum of the sub-elements.</p> <p>6.1 Student Teacher Supervisors Who Had Academic Positions in the Institution With the Rights and Responsibilities of Academic Personnel.</p> <p>6.2 Student Teacher Supervisors Who Had Non-Academic Positions in the Institution Without the Rights/Responsibilities of Academic Personnel.</p> <p>K-12 practitioners who supervised intern teachers in their K-12 schools are not included in Element B-6. Supervisors are not included in B-6 if all of their assigned supervisees held emergency teaching permits; these supervisors will be reported in Element B-7. Intern teacher supervisors are included in Element B-6 (and Sub-Elements 6.1 and 6.2) regardless of their time-base; regardless of whether they supervised intern teachers during some, most, or all of their time-base; and regardless of whether their primary professional affiliation was with the institution that sponsored the program in 1999-2000.</p>
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<p>Element B-7</p>	<p>Numbers of Emergency Teacher Supervisors Employed in 1999-2000</p> <p>Definition: For each <i>program of professional teacher preparation</i>, report a head-count of all employees of the <i>program sponsor</i> who supervised emergency teachers during the 1999-2000 academic year. For each program, Element B-7 is reported as an overall number and as two sub-elements that are defined below.</p> <p>Elaboration: For each program, this element consists of all individuals who were employees of the institution or agency that sponsored the program and were assigned to supervise one or more emergency teachers at any time during the 1999-2000 academic year. Supervisors who provided supervision in more than one program are included in the head-count for each program.</p> <p>For each program, Element B-7 is reported as an overall number and as Sub-Elements 7.1 and 7.2 so the overall number is the sum of the sub-elements.</p> <p>7.1 Emergency Teacher Supervisors Who Had Academic Positions in the Institution With the Rights and Responsibilities of Academic Personnel.</p> <p>7.2 Emergency Teacher Supervisors Who Had Non-Academic Positions Without the Rights or the Responsibilities of Academic Personnel.</p> <p>Supervisors are included in B-7 if any of their assigned supervisees held emergency teaching permits during 1999-2000. Emergency teacher supervisors are included in Element B-7 (and Sub-Elements 7.1 and 7.2) regardless of their time-base; regardless of whether they supervised emergency teachers during some, most or all of their time-base; and regardless of whether their primary professional affiliation was with the institution that sponsored the program.</p>
<p>Element B-8</p>	<p>Budget Ratios Between Student Teachers and Full-Time Supervisors of Student Teachers in 1999-2000</p> <p>Definition: For each <i>program of professional teacher preparation with supervised student teaching</i>, indicate how many student teachers would have been assigned during any academic term of 1999-2000 to an institutional supervisor who served full-time as a supervisor of student teachers during that term.</p> <p>Elaboration: If an institutional supervisor had served (or did serve) as a full-time supervisor of student teachers during any term of 1999-2000, report the number of student teachers who would be (or were) assigned to that supervisor according to the budget that governed workloads at the time.</p>

<p>Element B-9</p>	<p>Budget Ratios Between Intern Teachers and Full-Time Supervisors of Intern Teachers in 1999-2000</p> <p><u>Definition:</u> For each <i>program of professional teacher preparation with internship teaching</i>, indicate how many intern teachers would have been assigned during any academic term of 1999-2000 to an institutional supervisor who served full-time as a supervisor of intern teachers during that term.</p> <p><u>Elaboration:</u> If an institutional supervisor had served (or did serve) as a full-time supervisor of intern teachers during any term of 1999-2000, report the number of intern teachers who would be (or were) assigned to that supervisor according to the budget that governed workloads at the time.</p>
<p>Element B-10</p>	<p>Budget Ratios Between Emergency Teachers and Full-Time Supervisors of Emergency Teachers in 1999-2000</p> <p><u>Definition:</u> For each <i>program of professional teacher preparation</i>, indicate how many emergency teachers would have been assigned during any academic term of 1999-2000 to an institutional supervisor who served full-time as a supervisor of emergency teachers during that term.</p> <p><u>Elaboration:</u> If an institutional supervisor had served (or did serve) as a full-time supervisor of emergency teachers during any term of 1999-2000, report the number of emergency teachers who would be (or were) assigned to that supervisor according to the budget that governed workloads at the time.</p>

<p>Element B-11</p>	<p>Duration of Required Candidate Participation in Supervised Student Teaching in 1999-2000</p> <p><u>Definition:</u> For each <i>program of professional teacher preparation with supervised student teaching</i>, report the minimum number of hours that candidates are required to serve at K-12 school sites during the period of <i>daily supervised student teaching responsibilities in the program</i>. For each program, Element B-11 is reported as an overall number and as two sub-elements defined below.</p> <p><u>Elaboration:</u> This element does not include time spent at K-12 school sites prior to advancement to <i>daily supervised student teaching responsibilities</i> (e.g., in early field experiences, or as an observer, or as an occasional teacher in the supervising teacher's classroom). The element is not restricted to the period when the supervised student teacher provides full-day instruction to K-12 students. The element includes time spent on non-instructional activities (e.g. planning, conferencing, grading papers, etc.) during the phase of <i>daily supervised student teaching responsibilities at K-12 school sites</i>.</p> <p>For each program with supervised student teaching, Element B-11 is reported as an overall number and as two sub-elements so the overall number equals Sub-Element 11.1 <i>multiplied by</i> Sub-Element 11.2.</p> <p>11.1 <u>The Average Number of Hours Per Week of Required Participation in Supervised Teaching:</u> For each <i>program of professional teacher preparation with supervised teaching</i>, report the average number of hours per week that candidates are required to serve at K-12 school sites following their advancement to <i>daily supervised student teaching responsibilities</i>.</p> <p>11.2 <u>The Number of Weeks of Required Participation in Supervised Teaching:</u> For each <i>program of professional teacher preparation with supervised teaching</i>, report the minimum number of weeks that each candidate is required to serve as a student teacher following advancement to <i>daily supervised student teaching responsibilities</i>.</p>
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Definitions of Data Elements to be Reported in Part C

The following table includes detailed definitions of each data element in Part C of a report. Data elements in Parts A and B were defined on pages 7 and 8-13, respectively. Special terms printed in *italics* below are defined in Section Four. Section Five indicates how program sponsors can compile the required data for Part C.

Part C	<p><u>Required Quantitative Information Related to State Examination Pass-Rates in Two Categories of Programs</u></p> <p>For all <i>programs of professional teacher preparation for Multiple Subject Teaching Credentials</i>, and separately for all programs for Education Specialist Credentials (Level I), the First Annual Institutional Report includes pass-rate data for the RICA (Reading Instruction Competence Assessment) as specified in this table and in Section Five below.</p>
Element C-1	<p><u>Numbers of Program Completers in Each of Two Categories of Programs:</u> For all <i>programs of professional teacher preparation for Multiple Subject Teaching Credentials</i> with supervised teaching or internship teaching, and separately for all programs for Education Specialist Credentials (Level I) with supervised or internship teaching, provide a non-duplicative count of the total numbers of <i>Program Completers in 1999-2000</i> as defined in Sections Four and Five.</p>
Element C-2	<p><u>Numbers of Program Completers Who Took the RICA Prior to 2001:</u> For all <i>programs of professional teacher preparation for Multiple Subject Teaching Credentials</i>, and separately for all programs for Education Specialist Credentials (Level I), provide a non-duplicative count of the numbers of <i>Program Completers in 1999-2000</i> (from C-1) who took the RICA Written Examination and/or the RICA Video Performance Assessment at any time prior to January 1, 2001.</p>
Element C-3	<p><u>Numbers of Program Completers Who Passed the RICA Prior to 2001:</u> For all <i>programs of professional teacher preparation for Multiple Subject Teaching Credentials</i>, and separately for all programs for Education Specialist Credentials (Level I), provide a non-duplicative count of the numbers of <i>Program Completers in 1999-2000</i> (from C-1) who passed the RICA Written Examination or the RICA Video Performance Assessment at any time prior to January 1, 2001.⁷</p>

⁷ Pursuant to the requirements of federal law, the Commission's report to the United States Department of Education will not include Element C-3 for any program in which the number in Element C-2 is less than ten (10). Sponsors of all programs are required to report Element C-3 to the Commission, however, regardless of the magnitude of C-2.

Element C-4	<u>RICA Pass Rates for Program Completers in 1999-2000:</u> For all <i>programs of professional teacher preparation for Multiple Subject Teaching Credentials</i> , and separately for all programs for Education Specialist Credentials (Level I), report the RICA pass rate for <i>Program Completers in 1999-2000</i> , consisting of the number in Element C-2 divided by the number in C-3 (rounded to the nearest hundredth of a percent) ⁸ for each category of programs.
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Section Four: Definitions of Key Terms in This California State Plan

When the sponsors of teacher preparation programs report the federally-required data to the Commission, they should interpret the following five terms as they are defined below.

(1) “Program of Professional Teacher Preparation”

Definition: A program of academic coursework and professional fieldwork that is accredited by the Committee on Accreditation (COA) and satisfies the professional preparation requirement for the preliminary or clear Multiple Subject Teaching Credential, the preliminary or clear Single Subject Teaching Credential, and/or the Education Specialist Credential (Level I only).

Elaboration: In each category of credentials in this definition, *programs of professional teacher preparation* include programs in which candidates earn Emphasis Credentials, and ones that do not lead to Emphasis Credentials. Within a category of credentials, the program sponsor may offer more than one program. In each data element, the program sponsor should combine the data for all programs in a credential category, including Emphasis Programs and non-Emphasis Programs.

If different candidates earn Multiple Subject Credentials and Single Subject Credentials in the same set of courses and field experiences, each candidate should be counted in the Program for the Multiple Subject Credential if s/he took (or will take) the RICA, or in the Program for the Single Subject Credential if s/he did not (or will not) take the RICA. If the institution sponsors a “dual program” that leads concurrently to a Multiple Subject Credential and an Education Specialist Credential (Level I), all participating candidates should be counted once only, for *either credential* as selected by the institution.

Part A of an Institutional Report consists of optional information that describes all *programs of professional teacher preparation* regardless of the credential category. Part B requires the reporting of separate information for the three categories of credential programs. Part C requires the reporting of separate information for Multiple Subject

⁸ Pursuant to the requirements of federal law, the Commission’s report to the United States Department of Education will not include Element C-4 for any program in which the number in Element C-2 is less than ten (10). Sponsors of all programs are required to report Element C-4 to the Commission, however, regardless of the magnitude of C-2.

Credential Programs and Education Specialist Credential Programs. No information about Single Subject Credential Programs will be included in Part C.

In each credential category, programs of professional teacher preparation are of two types: (1) programs of professional preparation with supervised student teaching and (2) programs of professional preparation with internship teaching. Both types of programs are to be included in institutional reports to the Commission. In Part A (optional) and Part C (required), data about the two types of programs are reported in combination with each other. In Part B (required), data about programs with supervised student teaching are reported separately from data about programs with internship teaching.

Federally-mandated reports to the Commission do *not* include information about programs of subject matter preparation, or programs for supplementary authorizations, or programs for CLAD Certificates, or programs for services credentials.

(2) “Sponsor of a Professional Teacher Preparation Program”

Definition: A college, university, school district or county office of education that submitted the program of professional teacher preparation for accreditation, operates the program consistent with the Commission’s standards, and recommends candidates for teaching credentials.

Elaboration: The federal reporting requirements include credential programs sponsored by postsecondary institutions and programs sponsored by local education agencies.

(3) “Program Requirements in 1999-2000”

Definition: Requirements that were established by the sponsor of a program, and that candidates for credentials had to fulfill in order to complete the program during the 1999-2000 academic year.

Elaboration: Program Requirements are established by the sponsor(s) of the program. It is common for the sponsor of a professional teacher preparation program to require all candidates to complete specified courses and field experiences in order to complete the program. It is also common for a program sponsor to establish a “scholarship requirement” (e.g. a minimum GPA in the program) for satisfactory completion of a program. These are examples of program requirements in 1999-2000.

The sponsors of programs in California must distinguish between program requirements in 1999-2000 and particular state requirements for earning a credential. For example, passage of the California Basic Educational Skills Test (CBEST) is a state requirement for earning a credential. The sponsors of programs do not recommend candidates for credentials until the candidates pass the CBEST because it is a state credential requirement. However, the definition of program requirements in 1999-2000 focuses on requirements that candidates must complete in order to finish a program of professional teacher preparation. In this way, the definition is distinct from the well-established practice of recommending for credentials only those candidates who have met all state requirements.

In defining their *Program Requirements in 1999-2000*, the sponsors of programs are not permitted to include any of the following seven California State Credential Requirements, which are established in the California Education Code.

- Possession of a baccalaureate degree or higher degree from a regionally-accredited institution of postsecondary education.
- Passage of the California Basic Educational Skills Test.
- Completion of the subject matter requirement either by passing a subject matter examination or by completing a program of subject matter preparation.
- Completion of a course or passage of an examination in the principles and provisions of the United States Constitution.
- Passage of a criminal background screening as specified by the Commission.
- Passage of the Reading Instruction Competence Assessment (RICA) as a state requirement for the Multiple Subject Teaching Credential or the Education Specialist Credential (Level I).⁹
- Completion of one-year of postbaccalaureate study at a regionally-accredited institution of postsecondary education (fifth year only).

Although *Program Requirements in 1999-2000* are defined by the sponsors of programs, these requirements cannot include any of the seven above-listed credential requirements. At the discretion of the sponsor of a program, *Program Requirements in 1999-2000* may include one or more of the following four California State Credential Requirements:

- Completion of required coursework and fieldwork in the teaching of reading.
- Completion of a course in the education of exceptional learners.
- Completion of a course in computers and their instructional applications.
- Completion of a course in health education.

Regardless of whether the definition of *Program Requirements in 1999-2000* includes one or more of these four credential requirements, the population of *program completers in 1999-2000* (defined next) is larger in size than the population of “candidates recommended for credentials” to the extent that some *program completers* (1) met all program completion requirements during 1999-2000 but (2) did not meet one or more of the seven California State Credential Requirements shown previously. In their federally-mandated reports to the Commission, the sponsors of professional teacher preparation programs provide information about *Program Completers in 1999-2000*, not information about “candidates recommended for teaching credentials.”

If an institution has different requirements for different programs for the Multiple Subject Credential, or different requirements for different programs for the Education Specialist Credential, the institution must count *program completers in 1999-2000* accordingly. Individual candidates are to be reported as *program completers* if they completed in 1999-2000 the specific requirements for the programs to which they were previously admitted. In the case of programs whose completion requirements have changed, the First Annual Report should define *program completers* as candidates who completed the specific program requirements that were in effect during 1999-2000.

⁹ Because of the new federal law (Title II), the sponsors of programs will no longer be able to require passage of RICA as a condition for enrolling in courses (including fieldwork courses) in a program of professional preparation. Separately from this technical manual, the CCTC will distribute correspondence about this federally-mandated policy change.

(4) “Program Completers in 1999-2000”

Definition: All individual candidates for teaching credentials who finished the Program Requirements in 1999-2000 (e.g., at any time from the Fall Academic Term, 1999, through the Summer Academic Term, 2000, inclusive).

Elaboration: Whether a candidate was a *Program Completer* in 1999-2000 is determined by the year in which the candidate completed the last program requirement, not by the date of admission to (or matriculation in) the program. The definition of *Program Completers* in 1999-2000 does not include candidates who finished all program requirements prior to the Fall Academic Term, 1999. It does not include candidates who had not yet completed all program requirements at the close of the Summer Academic Term, 2000. The definition includes candidates who completed the “last” of the Program Requirements in 1999-2000, regardless of whether they completed some of these requirements prior to 1999-2000.

The First Annual Institutional Report, the First Annual State Report, and the First Annual National Report on Teacher Preparation Programs will focus on a “cohort” of *Program Completers* in 1999-2000. Subsequent reports will provide (1) new information about subsequent cohorts of *program completers* (e.g. candidates who completed programs in 2000-01), and (2) additional information about the 1999-2000 cohort of *program completers*. It is important to define the cohort accurately in the initial report. Once an institution has assigned an individual candidate to a cohort, s/he will continue to be a member of that cohort in all subsequent reports.

In the case of candidates for Multiple Subject Teaching Credentials, a person's status as a *Program Completer* in 1999-2000 is independent of her/his status in relation to California State Credential Requirements (e.g. RICA) except the four credential requirements (above) that the Commission has determined may be included in the *Program Requirements* at the discretion of the program sponsor.

Candidates for Education Specialist Credentials are *Program Completers* in 1999-2000 if they finished the requirements of a Level I Program that year. An Education Specialist candidate's status as a *Program Completer* in 1999-2000 is independent of: (1) the dates of her/his admission to and/or matriculation in the program; (2) the dates when s/he may have completed some (but not all) of the Education Specialist Program requirements; and (3) his/her completion of requirements for the Level II Credential. *Program completers* include candidates who completed Level I programs for all Education Specialist Instruction Credentials except the credential for Early Childhood Special Education (for which passage of the RICA is not a requirement).

Program Completers in 1999-2000 include “transfer candidates” who completed some program requirements at one agency or institution, were later admitted to another agency or institution, were granted credit for previously completing some program requirements, and completed the “last” of the program requirements during 1999-2000. Such an individual should be counted as a *program completer* by the sponsor whose program the candidate finished, not by the sponsor of the program that s/he did not finish.

Candidates who were granted a Commission waiver from the supervised teaching requirement should not be counted as program completers because they did not complete the student teaching requirement of the program.

(5) “Daily Supervised Student Teaching Responsibilities”

Definition: The period of service in K-12 schools when the supervised student teacher has instructional responsibilities for one or more classes of students on a daily basis.

Elaboration: For reporting Element B-11, the period of *Daily Supervised Student Teaching Responsibilities* does not include the phase of preparation in which candidates are observers or participants whose instructional activities are intermittent or are limited to teaching individual students or a small group of students in a classroom. The period of *Daily Supervised Student Teaching Responsibilities* occurs after candidates have been “advanced to daily student teaching responsibilities” in accordance with Standard 8 in the Commission’s *Standards of Program Quality for Multiple and Single Subject Credentials (1998)*. The period of *Daily Supervised Student Teaching Responsibilities* includes periods of part-time teaching as well as full-day student teaching.

Section Five: Specific Procedures to Obtain RICA Data for Part C

Except as may be authorized by the Executive Director of the California Commission on Teacher Credentialing (CCTC), the sponsor of each program of professional teacher preparation will use the following procedures to obtain the RICA data that must, pursuant to federal law, be reported to the Commission annually.

RICA Data Step One: Produce a List of Program Completers in 1999-2000

On or before December 1, 2000, the program sponsor will electronically send a list of *Program Completers in 1999-2000* (as defined in pages 17-19) to National Evaluation Systems (NES), Inc. NES is offering a web-based “information frame” for this purpose, so program sponsors can record and send their information to NES conveniently.

The list will include the Social Security number, first name, last name, middle initial and date of birth of each 1999-2000 completer of a *program of professional teacher preparation*. The list will provide the required data about candidates who completed programs (with supervised student teaching or internship teaching) to earn Multiple Subject Teaching Credentials. The list will also provide the required data about candidates who completed programs (with supervised student teaching or internship teaching) to earn Education Specialist Credentials (Level I).¹⁰ If the candidates’ SSNs or dates of birth are not available, the program sponsor must describe the relevant circumstances in a letter to the CCTC Office of Policy and Programs by November 20, 2000.

NES and CCTC are distributing a detailed “instruction manual” for entering the data into the web-based “frame” on or before December 1, 2000.

¹⁰ The list should include the names of all program completers, including ones who completed the programs prior to January 1, 2000, even though passage of the RICA was not a requirement for the Preliminary (Level I) Specialist Credential until January 1, 2000.

RICA Data Step Two: Receive and Check NES Data on RICA Examinees

On or before February 1, 2001, each sponsor of one or more professional teacher preparation programs will receive the following elements of information from NES.

- (1) The List of Program Completers in 1999-2000 that was provided to NES in Step One above, with an indication by NES that each individual on the list either has or has not taken the RICA prior to January 1, 2001.
- (2) For each of the two sets of programs described in Step One, NES will indicate how many Program Completers in 1999-2000 *took* the RICA prior to January 1, 2001. These numbers from NES will become Element C-2 in the program sponsor's report to the Commission on or before April 9, 2001.
- (3) For each of the two sets of programs described in Step One, NES will indicate how many Program Completers in 1999-2000 *passed* the RICA prior to January 1, 2001. (The report by NES will *not* indicate *which program completers* passed and did not pass the RICA.¹¹) These numbers from NES will become Element C-3 in the program sponsor's report to the Commission by April 9, 2001.
- (4) For each the two sets of programs described in Step One, NES will compute the RICA pass rate for Program Completers in 1999-2000 who took the RICA prior to January 1, 2001. The computation will be based on the number of Program Completers in 1999-2000 who *passed* the assessment prior to January 1, 2001 (Item 3 above) divided by the number of Program Completers in 1999-2000 who *took* the RICA prior to January 1, 2001 (Item 2 above). The pass rate for each program will consist of a percentage rounded to the nearest one-hundredth of a percent. These pass rate data from NES will become Element C-4 in the program sponsor's report to the Commission by April 9, 2001.

If the program sponsor receives the information from NES by February 1, the sponsor will by February 5, 2001, forward to NES a written confirmation that the data elements were received. Electronic confirmations will be accepted.

RICA Step Three: Acceptance or Non-Acceptance of NES Data on RICA Examinees

On or before February 12, 2001, the program sponsor will forward to the CCTC a written statement (e-mail can be used) of acceptance or non-acceptance of the RICA data received from NES. If the program sponsor does not accept the NES information, the sponsor's statement will include an explanation with reasons for not accepting the NES data.

¹¹ Separately from the recently-mandated federal reports, NES will continue to send RICA passing status data to the sponsors of teacher preparation programs as soon as the candidates authorize NES to do so.

RICA Step Four: Acceptance of Dispute Resolution by the CCTC Executive Director

On or before March 19, 2001, the program sponsor will collaborate with the CCTC staff and NES in a good-faith effort to resolve a non-acceptance statement filed in Step Three. If a dispute between NES and the program sponsor persists, the CCTC Executive Director will resolve it in accordance with state and federal law. The institution's federally-required *Report on Teacher Preparation Programs* will reflect the results of the Executive Director's decision in resolving the dispute.

Where to Send Questions about this California State Plan

E-Mail	David Wright at dwright@ctc.ca.gov	Preferred Option
FAX	David Wright at (916) 445-2828	Second Option
Phone	David Wright at (916) 445-8097	Third Option